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A forward, an educational philosophy, a statement of beliefs, a list of teachers' addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement precede records and forms used by an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and a placement letter; criteria and information needed for placement; the Ohio State Board of Education Standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom, program structure, a suggested list of materials, and suggestions for an instructional program; tutoring services; a checklist for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills check lists and rating scales, policies on teacher absences and inservice training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included. (RJ)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HANDBOOK FOR TEACHERS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

Colin P. Yacks, Director
Division of Special Education
Hamilton County Public Schools

Compiled by:

Mrs. Mary Burg, Supervisor of Special Education

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Mrs. Patricia Hoffman, Finneytown District
Mrs. Margaret Berry, Forest Hills District
Miss Ann Blattman, Forest Hills District
Miss Eileen Witte, Forest Hills District
Mr. Clark Van Scyoc, Forest Hills District
Mrs. Ruth Viering, Forest Hills District
Mrs. Patricia Gundler, Northwest District
Mrs. Mary Alice Kinnaird, Reading District
Mrs. Jean Malott, Wyoming District
Miss Mary Nyland, Princeton District

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F O R W A R D

The program for helping children with learning disabilities is relatively new in Hamilton County. There have been many notable successes in all our programs.

This Handbook was designed to include as many of the legal and generally accepted principles of education as possible in an organized basis. It mirrors the thinking and planning of the corps of teachers and other professionals working with these special children. It is our sincere hope this Handbook has brought into focus the many facets and direction these classes and teachers need.

To all who have contributed and to all who have helped, we owe a deep debt of gratitude.

Colin P. Yacks, Director
Division of Special Education
Hamilton County Public Schools

PHILOSOPHY

The basic philosophy underlying the education for Children with Specific Learning Disabilities is no different from that for all children, because these children are more like all children than different. The fundamental aim of all education is to teach children to live, wisely and well in their environment and to become useful citizens.

To realize this fundamental aim of education as applied to the children with learning disabilities requires that in adjusting the curriculum, emphasis be placed upon education in keeping with their differences in:

(a) abilities and limitations
(b) social age levels
(c) interests of each child
(d) severity of the learning and/or behavioral problem

The desired goal is to help each child achieve academically, socially, and emotionally in order for him to return to a regular class.

Because, at this time, there are no final answers to the problems of these children, emphasis should not be placed on any one approach or theory. Therefore, our general objectives should be experimentation in the areas of organization, materials, methods, and techniques. When we believe this, evaluation of what we do is very important. Both informal and formal evaluation should be based on valid information rather than on "feelings".

There should also be an exchange of information between teachers. (This is one purpose of our in-service meetings twice a month.) This will also mean that we will need to be willing to try techniques and be creative, flexible, and willing to learn. This also means we will do diagnostic teaching.

Specific Objectives:

1. To take each child just below his level of achievement, taking into consideration his strengths and weaknesses, building on his strengths with small enough amounts of work in any subject to insure him success.

2. To strengthen his weaker area, but only after he has had many successes and while we are still using his strengths.

3. To increase the difficulty of his work by small steps.

4. To help him make friends and adjust socially.

5. To help him be aware of all that he can do and to be proud of these successes rather than to feel depressed by what he cannot do.

THIS WE BELIEVE

1. That every child is valuable.
2. That all behavior is caused and the causes are multiple and interrelated.
3. That every child is influenced by his whole self, his feelings, his physical body and his mentality.
4. That every child needs to be himself. Each child is unique.
5. That every child needs to have self-achievement.
6. That every child needs motivation.
7. That every child needs time to reach his potential.
8. That every child should be free from labels.
9. That every child needs to be free of anxiety.
10. That every child needs to work toward a good self-picture - to see himself realistically as a worthwhile person liked and accepted by others.

If we really believe the above, then we are able to accept children as they are. Not only do we accept their statements and behavior but also we let them know we do so. This frees us to help the children refine their behavior.

TEACHERS OF CHILDREN
with
LEARNING DISABILITIES

FINNEYTOWN DISTRICT

Mrs. Patricia Hoffman
6369 Heitzler Avenue
Cincinnati, Ohio 45224
Phone: 681-1886

Brent Elementary School

FOREST HILLS DISTRICT

Miss Eileen Witte
2748 N. Bend Road
Cincinnati, Ohio 45239
Phone: 681-8132

Terrace Park Elementary School

Mrs. Ruth Viering
831 Nordyke Road
Cincinnati, Ohio 45230
Phone: 231-9461

Terrace Park Elementary School

Mrs. Margaret A. Berry
1271 Rambling Hills Drive
Cincinnati, Ohio 45230
Phone: 231-3769

Newtown Elementary School

Miss C. Ann Blattman
9314 Plainfield Pike
Cincinnati, Ohio 45236
Phone: 791-6287

Newtown Elementary School

Mr. Clark VanScyoc
5615 Beechmont Avenue
Cincinnati, Ohio 45230
Phone: 231-3307

Newtown Elementary School

NORTHWEST DISTRICT

Mrs. Patricia Gundler
7631 Daly Road
Cincinnati, Ohio 45224
Phone: 522-0135

Weigel Elementary School

READING DISTRICT

Mrs. Mary Alice Kinnaird
2342 Wilder Avenue
Cincinnati, Ohio 45204
Phone: 251-1374

Reading Hilltop Elementary

WYOMING DISTRICT

Mrs. Jean Malott
4064 Longford Drive
Cincinnati, Ohio 45236
Phone: 791-4527

Vermont Avenue Elementary

PRINCETON DISTRICT

Miss Mary Nyland
2784 Walnut Blvd.
Ashtabula, Ohio 44004
Phone: 216-964-8648

Heritage Hill Elementary School

CALENDAR:

DATE:		TIME:	SUBJECT OR EVENT:
September	3	1:00 to 8:00	Initial In-service Meeting at Ruth Viering's - 831 Nordyke Road
	4	1:00 to 8:00	In-Service Meeting - Ruth Viering's
October	13	3:30 to 5:00	In-service Meeting - Reading Hilltop School
	24	All day	C.E.C. Assoc. Meeting Special Education - Lookout House and S.W. Ohio Education Assoc. Meeting
	27	3:30 to 5:00	In-service Meeting
November	10	3:30 to 5:00	In-service Meeting
	11		Veterans Day (Schools closed)
	24		In-service Meeting
	27-28		Thanksgiving Holiday (Schools closed)
December	8		In-service Meeting
	19		Christmas Recess
January	5		Schools open
	12	3:30 to 5:00	In-service Meeting
	16	7:30	Parent's Meeting
	26	3:30 to 5:00	In-service Meeting
February	9	3:30 to 5:00	In-service Meeting
	23	3:30 to 5:00	In-service Meeting
March	9	3:30 to 5:00	In-service Meeting
	11	9:00 a.m.	Released Day - All County Meeting
	23	3:30 to 5:00	In-service Meeting
	26, 27, 30		Spring Recess
April	13	3:30 to 5:00	In-service Meeting
	27	3:30 to 5:00	In-service Meeting
May	1	3:30 to 5:00	In-service Meeting
	25	3:30 to 5:00	In-service Meeting
June	5		Closing Date of Schools
	12		Summary report of each student due

RELATIONSHIP WITH LOCAL SUPERVISORS, ADMINISTRATORS AND SPECIALISTS

Each teacher of children with Specific Learning Disabilities is under the supervision of the County Supervisor of Special Education and the Director of Special Education.

Some local districts have supervisors and other administrators in charge of supervision. Although their area of responsibility is generally with normal children, they are deeply concerned with the education of all children in their district. Therefore, they should be aware of what we are trying to do in our program. We should welcome their assistance.

Contact these local administrators early in the school year. Discuss our program with them. They can help you with the materials available in your district and with parent relations.

The Role of the Speech and Hearing Therapist with the Teacher and Class for Children with Specific Learning Disabilities in the Communication Areas

1. One role is assisting the teacher by suggesting materials and methods to improve listening skills and oral expression.

2. Another role is working directly with the students to improve listening skills and oral expression. This could be done with a few children or the class.

3. If a child has speech problems the therapist would assess the child and work with him individually or in small groups.

REFERRAL AND PLACEMENT PROCEDURES FOR LEARNING DISABILITIES CLASSES

Referrals could come from teachers, principals, physicians, psychologist or parents. At this time the age range of candidates for Learning Disabilities classes is between 6 and 9.

A copy of the referral sheet Form LD-1 (see page 7) can be secured from the principal's office. These forms, after being completed, are sent to the supervisor responsible for these classes.

The supervisor observes the child, if necessary. If the child has indications of learning disabilities, he is referred to the school psychologist for a series of tests, including an individual psychologist test, a Bender-Gestalt, an I.T.P.A., and any other test that the psychologist deems necessary.

If the test results show average or above mental ability and indications or neurological involvement, a conference is held with the parents, the psychologists, the supervisors, and the classroom teacher. The principal may be included.

Further referrals are made to the parents if needed.

If there is a neurological handicap, the child may be placed in a special class for children with specific learning disabilities or on a waiting list.* Children should be placed on a trial basis. When the child is placed, form LD-2 (page 11) is sent to the principals involved.

REFERRAL PROCEDURES FOR PSYCHOLOGICAL SERVICES

A referral is made by a teacher, parent, etc. to the building principal. The principal reviews the referral and forwards the referral on the Psychological Services - Referral Form P-1 (page 9) to psychological services. The child is then seen by the psychological department, after which an appropriate recommendation is made. The child is then referred to the division of special education, an outside agency, or private professional services. If follow-up or conferences are needed, the psychologists are available for this service.

* The Division of Special Education Section 3323.01

REFERRAL FOR CLASS FOR NEUROLOGICALLY HANDICAPPED

DATE _____

NAME _____ BIRTH DATE _____ GRADE _____

SCHOOL _____

PERSON MAKING REFERRAL _____

TITLE _____

COMMENTS _____

_____

_____

_____

ACHIEVEMENT TEST SCORES

TEST NAME AND DATE		DATE
READING	_____	_____
ARITHMETIC	_____	_____
SPELLING	_____	

INTELLIGENCE TEST SCORES

TEST	I.Q.
_____	_____
_____	_____
_____	_____
_____	_____

GRADES SUBMITTED BY THE TEACHER:

Reading _____ Language _____

Spelling _____ Social Studies _____

Arithmetic _____ Others _____

Writing _____ _____

Has there been contact with any Clinic or Agency (i.e. Central Clinic, Neuromuscular Center)? _____ List names and dates:

_____

_____

_____

LD-1

PHYSICAL

___Hyperactivity
- ___spastic movements (Jerky, Clumsy)
- ___short attention span, distractibility
- ___non-purposeful, disorganized activity
- ___wanders aimlessly, never sits still, etc.

___Poor Motor Co-ordination (no known physical defect)
- ___gross motor
- ___fine motor
- ___balance

___Eye Problems (not acuity)
- ___difficulty in focusing
- ___irregular movements
- ___strabismus

ACADEMIC

___Discrepancy between measured ability (intelligence) and achievement

___May be able to read but not comprehend the significance of what has been read

___Experiences difficulties in arithmetic--far below expectancy level

___Performs inconsistently and with marked variability in the various school subjects

___Difficulty with concepts, abstract ideas, etc.

___Does not finish work

BEHAVIOR

___Follows no logical pattern

___Acts before thinking, seldom considering the consequences of his behavior

___Repeats, excessively, a task or movement (perseveration)

___Seems at times to be out of contact does not hear you, daydreams

___Unpopular; repellant to others

___Rapidly changes his mood or temperment

___Uncontrolled emotional outbursts

VISUAL-MOTOR (perception)

___Difficulty in copying patterns, geometric shapes

___Rotation in drawing

___Difficulty in seeing parts in relation to wholes

___Poor figure-ground perception

___Gross distortions in art work

HISTORY

___History of trauma (head injury) before, during or after birth
EXPLAIN _____

_____

_____

___Evidence that the child comes from normal hereditary background

___Grades repeated _____

_____

ADDITIONAL COMMENTS: _____

_____

_____

_____

_____

PLEASE SUBMIT IN DUPLICATE

Date Received _____
Date Scheduled _____

REQUESTS FOR INDIVIDUAL SERVICES
HAMILTON COUNTY OFFICE OF EDUCATION
Psychological Services Referral Form

Identifying Data

Name _____ Birthdate _____ Sex _____

Parents (Full Name) _____ Grade _____ Teacher _____

_____

Guardian _____ Phone Number _____

Address _____ District _____ School _____

Referred by _____

Reason for Referral: What conditions, situations or behavior initiated this referral:

Purpose for Referral: What type of information or service do you feel is necessary to help you work effectively with this child?

What has been done by the school to attempt to solve the problems listed above?

Are the parents aware of this request? If "yes", what is their attitude or reaction?

Has there been any contact with any agency? (List agency, date, and contact person, if available

What is child's present academic situation? (Include grades in major areas)

Previous Test Results

Test	Date	C.A.	M.A.	I.Q. or G.P.	%ile	Comment

(Many children because of specific situations need to be registered with the Social-Service Exchange. To do this "Identifying Data" and "Family" sections must be completed.)

Family

Father's Birthdate

Occupation

Mother's Birthdate

Occupation

List brothers and sisters and their birthdates

List any other facts concerning family background or home conditions which may be pertinent.

School

Grades retained:

History of problems:

Date of previous psychological evaluation:

List previous schools attended, addresses, and dates attended:

Medical

Give results of most recent examination, if available.

Type	Date	Examined by	Comment
Physical			
Vision			
Hearing			
Speech			

Present source of medical attention (family doctor - pediatrician):

Name	Address	Telephone

List any other doctors, specialist, or clinic that has seen child in last five years.

Name	Address	Date

Additional Comments:

SPECIAL PLACEMENT NOTIFICATION
Division of Special Education
Hamilton County Public Schools

Re:

Dear

This will confirm the placement of the above named child in a Special Class for children with Specific Learning Disabilities.

This student is presently attending the _____ school and the special class is located in _____ school.

If conferences have not been completed, the Psychologist and Special Education Supervisor may be contacted to attend whatever conferences you feel are necessary.

Sincerely,

Supervisor of Special Education

LD-2

CRITERIA AND INFORMATION NEEDED FOR PLACEMENT IN THE CLASS

1. Age between 6 and 11.
2. I.Q. of 90 or above on an Individual Psychological Test (see referral # P-1, page 9)
3. Working below grade level.
4. Evaluation and recommendation for placement by a neurologist.
5. Results of the tests administered, including I.T.P.A. profiles.
6. History of child (Form LD 4, page 15).
7. Send placement letter to parents (LD 3).

TO:

FROM: The Supervisor of Special Education

Your child has been accepted in a class for children with specific learning disabilities.

These are children with average or above ability who are not succeeding in school. The children have disabilities in some area and abilities in other areas.

The teacher builds on the strengths the child has and helps to improve the areas in which he has difficulties.

Each child is different so the program is one of individual teaching. Therefore the class size is small.

Many tests are given to assist the teacher in setting up a program for your child.

Parent Conferences are held to help you and the teacher understand your child.

There also are parent meetings during the year that parents are expected to attend.

If you have any questions, please talk to your teacher or call me at 632-8644.

LD 3

HAMILTON COUNTY PUBLIC SCHOOLS

Department of Special Education
325 East Central Parkway
Cincinnati, Ohio 45202

INFORMATION FORM - LEARNING DISABILITIES

Pupil's Name _____ Date of Birth _____
Address _____ Telephone _____
Father's Name _____ Occupation _____
Mother's Name _____ Occupation _____
Place of Birth: Child _____ Father _____ Mother _____

Other children in family

Name	Age	Sex	Grade

Childhood diseases - please give the age of each illness.

_____ _____

_____ _____

_____ _____

Any illness with a very high fever?

Any injuries - please give age

Ages for: Setting up _____ Babbling and cooing _____
Creeping _____ First put words together in short sentences _____
Walking _____ _____

Early childhood behavior First noticed a disability
Good _____ Average _____ Cried a great deal _____
Feeding problem _____ At what age _____
How do other children feel about his (or her) learning disability? _____

How does the family feel about his (or her) learning disability? _____

How does the child feel about his (or her) learning disability? _____

What has been done to help him with his (or her) learning disability? _____

(Use other side for additional information)

LD-4

Ohio

State Board of Education

EDb-215-05 PROGRAM STANDARDS FOR SPECIAL EDUCATION UNITS FOR NEUROLOGICALLY HANDICAPPED CHILDREN

(Adopted August, 1966)

(A) General

(1) A special education unit or fractional unit for children with learning and behavioral problems related to a neurological handicap may be approved only within these standards.

(2) A special education unit or fractional unit may be approved for an experimental or research unit designed to provide a new or different approach to educational techniques and/or methodology related to children with neurological handicaps.

(3) A teacher-consultant who works full time with administrators, teachers, parents and medical personnel on problems relating to the education and adjustment of these children may be considered for approval as a full unit.

(a) Approval of such units shall be based upon an outline of program, submitted annually.

(4) A full-time special education unit may be approved for a supervisor of the program for neurologically handicapped children in a district which has ten or more approved self-contained class units for these children.

(a) Two or more districts may share an approved unit for supervision.

(5) A special education unit or fractional unit may be approved <u>only</u> for districts where the services of a qualified school psychologist are available.

(6) The superintendent of the school district of attendance (or his designated representative) is responsible for the assignment of pupils to approved special education units.

(05) UNITS FOR NEUROLOGICALLY HANDICAPPED CHILDREN

(7) All children enrolled in an approved special education unit for neurologically handicapped children shall meet the standards listed below.

(B) Eligibility

(1) Children with a medical diagnosis of a neurological handicap will be considered for placement if they are under active medical supervision.

(a) Children with severe hearing, visual or motor involvement shall not be considered for this program.

(b) Children must demonstrate the ability to produce connected language.

(2) Determination of eligibility shall be based upon physical, mental, social and emotional readiness as revealed through the complete findings of the attending physician and a qualified psychologist. All children must have a complete neurological evaluation, including an electroencephalogram, for initial placement in class.

(3) Children shall have an intelligence quotient of not less than 80 on an individual psychological examination administered by a qualified psychologist.

(C) Class Size and Age Range

(1) Minimum class size for a unit of neurologically handicapped children shall be 8. Maximum size shall be 10.

(2) Age range within a unit shall not exceed 48 months.

(3) Children over the age of 14 shall not be enrolled in a special education unit for neurologically handicapped children.

(a) Neurologically handicapped pupils over the age of 14 may be considered for special services by the teacher-consultant or through individual instruction.

(D) Housing, Equipment, and Materials

(1) A special education unit for neurologically handicapped children shall be housed in a classroom in a regular school building which meets the Standards adopted by the State Board of Education, with children of comparable chronological age.

(2) Classrooms shall be large enough to accommodate special equipment, teaching materials, and individualized and small group instruction.

(3) Provision shall be made for the reduction of visual and auditory stimuli within the classroom and school building. Each class shall have available an adequate number of portable screens to reduce stimuli.

(4) Classrooms shall be equipped with desks and chairs in varying sizes to accommodate the physical development of children within the age range of the class.

(5) Several tables and chairs shall be provided for class activity and small group work. A tape recorder with earphones for individual listening and/or a record player with appropriate records shall be available.

(E) Program

(1) Program organization in the self-contained class shall be essentially the same as for other children of the same age in the same building. This applies to length of the school day and participation in selected general school activities.

(a) Teacher assignments shall be similar to that of other teachers in the same building.

(2) There shall be written policies for the selection and placement of children in the special class and for return to the regular class on a full or part-time basis.

(3) There should be evidence that the teacher maintains periodic records for each child's academic progress and behavioral adjustment.

(4) There shall be evidence of periodic reporting to the parents of the child's academic progress and behavioral adjustment.

(5) The curriculum shall be the same as for other children in the same school district with adjustments to meet their educational needs.

(a) A diagnostic teaching approach shall be employed to utilized children's strength and build on their weaknesses.

(b) Appropriate behavioral management techniques shall be utilized in the classroom to reduce extraneous stimuli, to minimize trial and error learning to develop better self-concepts, and to provide external controls leading to increased self-control.

(6) There shall be evidence of periodic evaluation of the educational progress of all children placed in approved units for neurologically handicapped children.

(F) Teacher Qualifications

(1) A teacher shall meet all the requirements for elementary certification as established by the State Board of Education.

(2) Additional professional preparation may be required by mutual agreement of the employing board of education and the Division of Special Education.

OHIO STATE BOARD OF EDUCATION
ADMINISTRATOR'S GUIDE

Classes for children with learning and/or behavioral disorders are essentially a diagnostic instructional program. It is an attempt to intercede in the educational development of children who are experiencing difficulty in school before the problems become intolerable. Administratively, it is far easier to effectively plan for minimal learning and/or behavioral difficulties before they become educational casualties.

The following represents a summary of administrative considerations. The Ohio Division of Special Education will furnish additional information upon request.

1. Children: Emphasis upon children ages five through eight who have normal mental ability and who are experiencing difficulty in school. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (B).

2. Goal: Successful return to the regular classroom. Presently three out of four children are being returned to the regular classroom in three to four years. First grade children with minimal problems are often being returned in less time. Critical variables appear to be age, mental ability, and severity of problem. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (E) (2).

3. A comprehensive approach is necessary:
   Phase A: More regular classroom adjustments
   Phase B: Supplement in school tutoring
   Phase C: Self-contained class
   STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (E).

4. Focus of self-contained class: Core of program centers around intensive individualization of basic skill work coupled with perceptual/developmental activities. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (E).

5. Initiation of new program:
   a. Contact the Ohio Division of Special Education for additional information and assistance.
   b. Work with the Division in developing an operational plan tailored to the school district's needs and facilities.
   c. Lay appropriate ground work including identification, selection of teachers and rooms, conferences, etc.
   d. Submit unit approval forms in October.

6. Teacher consultant: Many programs have found it invaluable to utilize a teacher consultant. While this step is optional, it is highly recommended. A teacher consultant may function as follows:
   a. aid in the establishment of program
   b. take part in identification procedure
   c. act as a consultant to regular classroom teacher
   d. supervise program
   e. act as a liaison between special and regular class
   f. conduct in-service training for special class program; may be utilized in same role with regular class teacher.
   g. coordinate parent communication
   h. supervise and coordinate supplementary instruction service with special and regular class
   STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (A) (3) (4).

7. Eligibility for placement:
   a. Educational evidence of an academic or behavioral problem.
   b. Psychological evidence of a learning problem (perceptual, attention span, etc.) with normal mental ability.
   c. Physicians statement indicating a neurological handicap.

8. Identification resources:
   a. Teacher and principal recommendation
   b. Psychological referrals
   c. Information from accumulative records
   d. Readiness and achievement test results
   e. Screening techniques utilizing teacher questionnaires, check list, or testing
   f. A review of "possibles" on the retention danger list early in the Spring. This procedure has proven extremely effective.

   STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (B).

9. Class size: Minimum class size for a unit of neurologically handicapped children shall be eight. Maximum size shall be ten. Age range shall not exceed 48 months. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-04 (C) (1) (2).

10. Staff orientation: This will facilitate identification and future cooperation.

11. Conferences with key physicians to explain the school program: Most programs have found this an invaluable step in securing community cooperation. Communication is important. They in turn can interpret this program to other physicians. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (B) (2).

12. Selection of the teacher: Our experience has repeatedly demonstrated that teachers should be primarily selected on the basis of:
   a. success in working with normal children
   b. knowledge of primary basic skill work
   c. ability to work effectively with children on an individual basis
   d. understanding of child growth and development
   e. flexibility and willingness to learn

   The basic training qualifications is in elementary education. Therefore, an elementary certificate is required. Additional training may be obtained through inter-district in service workshops, summer institutes sponsored by the Division of Special Education, and university course work. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (F).

13. Selection of room: The special room should be a room in a regular elementary building. It should be free of excessive traffic and noise problems. Adequate facilities for the storage of materials must be provided. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (D) (1) (2)

14. Return to regular classroom; A written policy should be established which involves the special class teacher, supervisor, building principal, and receiving teachers. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (e) (2)

15. Parent relationship: Periodic individual and group conferences should be arranged. Community consultants, such as physicians, psychologists, etc. should be utilized in group meetings. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (E) (4).

16. Reporting to parents: Regular report cards may be utilized, but should be supplemented with an additional detailed report such as an annotated check list. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (E) (4).

17. Equipment: The classroom should be equipped in a normal manner. Additional consideration should include: portable screens, tape recorders, supplementary basic skill material, remedial material, developmental materials (visual aid, auditory perceptual materials, physical activities equipment as required). While there are many useful sophiscated materials available, the program should be centered around basic materials. Such materails may be added as required. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (D) (3) (4) (5)

18. Teacher training: Provide opportunities for attendance at workshops, institutes, and program visitations. STATE BOARD OF EDUCATION PROGRAM STANDARDS 215-05 (F) (2).

19. Evaluation: Appropriate proceedings should be established so that individual achievement and progress may be readily evaluated.

SPECIAL EDUCATION PUPIL PLACEMENT ON FORM

INSTRUCTIONS: 1. To be initiated and completed by the school psychologist (except transportation information).

2. The transportation section will be completed by the transportation department.

3. When a child is relegated to the "Waiting List", complete the form and mark an "X" in the section marked "Grade".

STUDENT CODE _____ DATE _____

Student's Last Name	First Name	Middle Initial	Sex

Date of Birth	Full Name of Parent [ ] or Guardian [ ]
Month _____ Day _____ Year _____	

Chronological Age		Total Months
Age - September 1 19__	___Yrs. ___Mos	

NOTE If a pupil is placed either in class or on the "Waiting List" please mark the age as of Sept. of the school year we are currently in. The school year is Sept. 1 through August 31.

Dates of Most Recent Test

Month _____ Year _____

Please Fill in Scores

Verbal _____

Performance _____

Full Scale _____

Test Scores (Check One)

Stanford ( ) Wechsler ( )

Please Check One of the Following

( ) This is the very first form completed on this child.
( ) This is a duplicate of a previous form
( ) This pupil was on the Waiting List and is now being placed.

Date Entered Special Education Class or Put on Waiting List: Month _____ Year _____

Special Ed. Class						
SCP		SSL				

Grade	Homeroom	School	School Code

TRANSPORTATION SECTION

House No.	Street or Road	Zipcode	Road Code

Bus No. A.M.	Bus No. P.M.	Walk	Within One Mile of School

DATA PROCESSING OF SPECIAL EDUCATION PUPIL INFORMATION

At various times during the year teachers are requested to provide certain information about their pupils both for their use and administrative purposes. When classes are small and district programs are just beginning, this is often not much of a problem; however, experience has shown that as programs become larger the tasks become more and more time consuming. Therefore, a plan has been devised to help relieve teachers of some of the clerical work involved with pupil information, record keeping and reporting. This plan makes use of our Hamilton County Data Processing facilities. One of the uses will be a complete listing of your pupils' name and address, birthdate, current age, latest testing results, special education program entry date, parent's name, room, and school for your use. You can be provided this information at the opening of school and when needed throughout the school year. This information of course is also available for our administrative personnel, and you will not have to provide it for them.

In initiating this program, there was the need for a one time, accurate, complete collecting of this information by you, and a follow-up check to verify the accuracy obtained. Thereafter, it is necessary to make changes on your lists whenever a pupil enters or leaves your class. Once a pupil enters our Hamilton County School Systen, we will thereafter maintain a complete and up-to-date record of him no matter which school he attends.

Once we have established this basic information storage and retrieval system, there are all types of possible extensions of the system for teacher assistance and research.

THE CLASSROOM

PHYSICAL ORGANIZATION (from the State Bulletin on Neurological Handicapped children)

The pysical organization of the room is intimately related to the instructional problem as well as to behavioral management. The essentials of good elementary classroom should be highly structured, neat, orderly, conductive to an individual program, and coupled with a reduction of extraneous visual and auditory stimulation. The following factors should be taken into consideration:

1. The class should be housed in a regular school building to facilitate re-integration back into regular class.

2. Provision should be made for individual work carrells utilizing portable screens. Portable screens appear to give the illusion of privacy without the concomitant problems which can develop from the isolation of some permanent enclosures. In addition, screens readily lend themselves to flexible room organization and gradual loosening of structure.

3. Provision should be made for a group work area within the classroom. Small group activities should be undertaken, first concentrating primarily on social activities. Later as the children demonstrate their attention and the instructional program activity lends itself, group work should be expanded judiciously.

4. Provision should be made for a supervised physical activities play area within the classroom. Care should be taken that activity in this area does not directly interfere with other areas.

5. A large physical activity area should be provided elsewhere in the school building, such as a gym.

6. A small section of the room may be developed for display of the children's work and key visual aides. In general, group visual aides should not be conspicuously displayed except as they are in immediate use.

7. Adequate storage for materials, supplies, and children's projects and personal belongings should be available. Individual children's desks should not be used for storage; individual work folders (finished, unfinished, and future) should be available in a separate part of the room.

8. A group and individual auditory training center should be incorporated into the room (earphones for tape recorders, language master or phonic mirror, etc.).

PROGRAM STRUCTURE

The daily program should be structured with sufficient similiarity from day to day to provide a pattern for adjustment, a setting to provide security and a place where a child can make a prediction that will happen. A routine should be established that will not vary. The child knows what to expect. He can successfully remember from day to day what comes next in the program. His life space becomes ordered and he begins to see things in correct relationship to one another.

Structure needs to be provided for all activities within the classroom. There is a definite routine for lunch activities, for rest activities, for returning completed work to the shelves and for obtaining new work and really for all things which go on in the course of the school day.

Success experiences are more likely with structure. With success experience comes self-esteem and better adjustment and learning.

A Suggested Schedule

A.M.	
9:00	Routine - Business of the day
9:15	Work period in offices (cubicles) (Individual Instruction in Reading)
10:15	Snack time Recess
10:45	Work period - Reading, Spelling, writing Individual Instruction
11:30	Lunch in the room
12:00	Rest time - a quiet time
P.M.	
12:30	Playtime - gymtime
1:00	Arithemtic
1:45	Arts and crafts (twice a week) Music Language
2:30	Evaluation and planning
2:45	Dismissal

The above schedule is a suggestion. It would need to be varied to meet the needs of the students.

It is well to remember to alternate quiet time with an activity time. There could be time for group instruction if the students are ready to work in groups.

A SUGGESTED LIST OF MATERIALS

ITEM	NUMBER REQUIRED
For Room:	
Pegboard designs-Developmental Learning Materials	
Pegboard (wooden) 6X6 Ideal	1 per child
Pegs, Beaded colored wooden	1 box per child 3 extra boxes
Peg board (wooden) 10" X 10"	4 per room
Pegs (colored wooden dowels) 2"	4 boxes per room
Parquetry blocks (wooden) 2" Ideal	3 boxes per room
Cubes, colored (wooden) 1" Ideal	4 boxes per room
Cubes, plain (wooden) 1" Ideal	1 box per room
Stencils -- animal, bird, fish (assorted)	1 box
Puzzles (teacher selected) Fiberboard Inlay: Simple Difficult Complicated	 12 6 6
Parquetry design blocks	3 boxes per room
Mosaic color cubes	3 boxes per room
Magnet boards	2 per room
Magnets	(depends on number in each package)
Sand paper -- smooth and rough	
Emery paper	
Reading:	
Readiness Workbooks (to cut up to make materials)	
Ginn & Co. -- "Tom and Betty" "Games to Play"	4
Houghton, Mifflin -- "Getting Ready"	4
Scott, Foresman -- "We Read Pictures" "We Read More Pictures" "Before We Read"	4
Row, Peterson -- "The Reading Road to Spelling" Grades 1, 2	4

ITEM	NUMBER REQUIRED
Lyons, Carrahan -- "Phonics we Use" A, B, C Books	4
Supplementary:	
Reader's Digest Skill Builders	Grades 1-
Science Research Associates, Reading Program	1 set
Suggested Texts	
American Book Co., Betts Series	Grades PP-
Lyons, Carrahan, Regular and Classmate Editions	Grades PP-
Sheldon Series	Grades PP-
Pace Maker Series	Grades PP-
Workbooks to accompany basal texts	
The Rolling Reader	
White art paper, 9" X 12" and 18" X 24"	6 reams of each size
Manila art paper, 9" X 12" and 18" X 24"	6 reams of each size
Colored construction paper, 9" X 12" and 18" X 24" Red Yellow Brown Blue Green Orange Purple Black	6 reams each size
Newsprint, 12" X 18" and 24" X 36" white; 9" X 12" yellow, blue, green	6 reams each size
White ditto paper, sub 22 or 24 (heavy) 8 ½" X 11"	3 dozen reams
Onionskin paper (Plover Bond) a reg content	2 boxes
Ditto master carbons, assorted colors red, green blue, black	4 boxes
White cross section paper. 1 inch 1/2 inch 1/4 inch	 2 packages 6 packages 1 package
Master Show card board, white, 22" X 28" for mounting pictures for puzzle	12 sheets rough surface
School service tagboard, white and colors All colors, 9" X 12" a heavy weight White, 12" X 18"	 1 ream of each color 4 reams

ITEM	NUMBER REQUIRED
Tempera paint, all colors from art dept.	3 cans of each
white	2 cans
Alpha brillance (pressed paint	dozen box colors
(no dripping) (no waste)	assorted colors
Paint brushes, 1"	1 dozen
Paste (rubber cement) better in cans	2 dozen jars (4 oz.)
Plasticene red, yellow, blue	several colors
Foam rubber stamp pads (colored)	5 pads
Stamp pad ink (red, blue, green, violet,	2 bottles of each
black)	5 colors
2 bottles each of refill for felt pens of yellow and orange	
Paper cutter -- 24	
Typewriter with Primary Type (black and red ribbons)	
Stamp print set Beckley-Cardey	
Letters, 3/4", capital and lower case	1 set
Picture and word set	1 set
Record player	
Records (selected by teacher)	
Templates (geometric shapes Winterhaven	
Lions Club	
Fraction board	
Arithmestick	1 set
<u>For Teacher</u>:	
Paper clips, small	12 boxes
regular	8 boxes
jumbo	6 boxes
Contact paper--transparent--Goodrich	100 yards
Rubber cement and thinner	6 pints
Shears	1 pair
X-acto knife	1 set
Scissors, pointed (right-hand)	1 pair per child
(left-hand) 5 inch scissors	As needed
full length of scissors	

ITEM	NUMBER REQUIRED
Rulers, 1/2" and 1/4"	1 per child
Flannel boards, 12" X 15" (can make) 15" X 24"	2
Abacus (specifications)	1 per child of each of the recommended sizes
Colored beads for abacus	1 box each 6 colors
Games: (1 each of the following)	
Playground ball, 10"	
"Five-Pins" bowling	
Checkers	
Go-Fish	
Animal, Bird, Fish	
Mixies	
Old Maid	
Hearts	
Crazy Eights	
Busy Bee	
Squares	
Dominoes	
Color Bingo	
Bridge-It	
Magnetic Tic-Tac-Toe	
Double Hi-O	
Cars - Wooden or Metal	
Lincoln Logs	
Tinker Toys	
Plastic Bricks	
Duffle Bag of Blocks	
Jumbo Beads	
Instructo Work (1 box)	
Instructo Play (1 box) Plastic bricks	

ITEM	NUMBER REQUIRED
For Motor Training:	
Walking Board can be made	
Balance Beam can be made	
Gym Mat	
Whiffle balls and plastic bats	
ERA Ortho Balls can be made from top of socks stuffed with nylon stocking 3 sizes and weights	
Jigsaw family -- ERA, (boy and girl puzzle) Ed. Research Association	
Bean Bags - Do not put in too many beans	
Geared clocks	
Magic markers (permanent), 8 primary and secondary colors (extra black) Eberhard Pointed tip and reg. tip	3 sets each, large
Colored pencils, 8 primary and secondary colors Prismacolor ask for torquoise Brand 903, 909, 916, 918, 923, 931	2 boxes
Colored ball point pens, red, blue, green, black	6 each color
Scotch masking tape, 1" and 2"	2 rolls each size
Scotch tape, 1/2" and 3/4"	3 rolls each size
Heavy duty dispenser	
Large drawing board	
Stapler (Swingline)	1
Staples	1 box
Hole punch (2 sizes)	2 pair
Rubber bands, assorted sizes	1 box
Empty boxes, different sizes	1 box for storing 1 box materials
Fiber board trays, 3" x 5" 4" x 6"	
Manila File Folders	2 boxes
Mirror (with mid-line marked) full length chart pak tape to mark mirror	1 per room

ITEM	NUMBER REQUIRED
For Children:	
Crayons (Crayola), large, 8 colors No. 38	2 boxes per child
Small, 8 colors	3 boxes per child
Pencils - primary and regular	
Hy-gloss paper - Young Play Ways Conneticut Avenue Mr. Goldberg Washington, D.C.	
Dennison Spots - 1/4" x 1/2" colored ones-gummed	
Blotters - neutral shade - to reduce visual field on desk. For some a bright color - but not glaring	
Light green outing flannel (flannel boards)	
Chalk - Primary size (about twice size of reg. chalk	
Master show card board - rough surface	
Can have rubber stamps made into geom. shapes	
Flash light	

This is a list of suggestions. There are many other books and materials available now and more are appearing all the time.

THE INSTRUCTIONAL PROGRAM

The instructional program is a diagnostic teaching program.

The learning experiences include the use of the auditory, kinesthetic, visual-motor, and tactile sensory processes.

Methods and materials include many of those used in the regular classroom, if they fit the need of the child.

The program is planned to help overcome the disabilities of the child. The teacher will do this by using the abilities the child has. The teacher needs to include work that will reduce perseveration and improve large and fine muscular control, eye-hand coordination, perception of figure-ground relationships, form perception, left-right progression, auditory perception, and sequencing.

No one child will have all these disabilities; therefore the instruction will need to be individualized.

The following are points to help the teacher to begin her program:

1. Begin where the child is able to have success.

2. Be consistent with a program that has requirements that can be met. Define limits clearly and reasonably.

3. Be sure the child understands what he is expected to do. Demonstrate rather than talk. Make directions simple, structured, brief, and meaningful. Be sure they are clearly understood.

4. Build on the child's strengths to correct and improve his weaknesses. Use crutches if needed.

5. Observe carefully. The student will show you when he is ready or needs to go back.

6. Take your cue from the child. Progress is slow; the child will move ahead when he has confidence.

7. Do not make the child feel hurried or anxious. Remember this has probably been his past experience when he has failed.

8. Vary the techniques used.

9. Shorten assignments - if needed.

10. Use all the senses of the child to help him learn by means of concrete experiences.

11. Use materials that involve fine motor activities such as puzzles, blocks, and peg boards. Many of these children move about a great deal. This directs their motor activity into a learning process.

12. Ask yourself, "Why?", if a child fails a task.

13. Keep records of daily work, including anecdotal records.

14. Make daily plans for each child.

15. Keep samples of each child's work.

16. Be firm, but supportive.

17. Supervise closely and try to check each piece of work as it is finished. This can only be done if each child learns to wait his turn at his seat.

18. Have the children correct each mistake (unless the teacher finds out that it was too difficult).

19. Have the child finish each task correctly. Thus he will learn the feeling of accomplishment of a job well done.

20. Set time limits when each job must be completed.

21. Make all activities individual and highly structured at first. Each child needs to strengthen his self-image before he will be able to meet with a group.

22. Remember the goal is to help these children overcome their disabilities and to see themselves as children who can succeed so they can return to a regular classroom.

23. Use these suggestions for group activity:

    a. Listening time
    b. Lunch time
    c. Small group activities of two or three
    d. Film strips, Films, Tape Recorder, activities, etc.
    e. Counting
    f. Language development
    g. Auditory training
    h. Telling time
    i. Music
    j. Art
    k. Motor-activity
    l. Physical Education trips

Tutoring-Individual Service for Neurologically Handicapped Children from the State Bulletin on Neurologically Handicapped Children.

(1) Eligibility
   (a) Children with normal potential ability who have a medical diagnosis of a neurological handicap and who are under active medical supervision may be considered for service on a temporary basis.
   (b) Individual instruction shall be approved only when there is sufficient discrepancy between mental maturity and achievement level to warrant such service.
   (c) All individual instruction should be given at school. Children receiving this service shall be in regular school attendance.
   (d) Individual instruction may be considered for children who meet the above criteria when there is no self-contained program available.

   General Information
   (a) The superintendent of schools or his designated representative shall sign all applications for instruction.
   (b) All applications for instruction shall be approved in advance.
   (c) A child must be examined medically and recommended for instruction each year.
   (d) The teacher employed by a board of education for such instruction shall hold an Ohio teaching certificate appropriate for the age and grade level of the child.

(3) Reimbursement
   (a) The Division of Special Education will approve $1.50 per hour for individual instruction at an approved rate of $3.00 per hour and one half of the actual cost in excess of $3.00 per hour, but not to exceed $6.00 per hour.
   (b) Approval may be made for a specific period during any current school year, not to exceed five hours per week. The total number of hours shall not exceed the total number of days the school district is legally in session.

(4) Data to be Submitted
   (a) All applications must be completed in duplicate and submitted to the Director of Special Services, Hamilton County Board of Education.
   (b) A report of the medical diagnosis.
   (c) A report of an individual psychological examination by a qualified psychologist.
   (d) Reimbursement claims for all approved individual instruction shall be submitted by August 1 of each year to the Division of Special Education on the designated claim forms.

Child's Name _____ Date _____

Since we believe in the development of the whole child, we wish to report to you, during this period, upon the following four phases of his growth. "S" means satisfactory, "I" means shows improvement, "U" means unsatisfactory. Only those items which pertain to your child's growth have been checked.

ACADEMIC DEVELOPMENT				
LANGUAGE ARTS	S	I	U	COMMENT
1. Shows interest and enjoyment in reading				
2. Understands what is read				
3. Shows growth in the following reading skills				
a. Vocabulary				
b. Fluency				
c. Phonics and word analysis				
4. Expresses ideas				
a. Oral				
b. Written				
5. Shows progress in mechanics of writing				
6. Shows awareness of need to spell				
7. Spells accurately at instructional level				
8. Shows growth in correct use of grammar				
ARITHMETIC AND NUMBERS				
1. Understands meaning of numbers				
2. Is learning the fundamental process				
a. addition b. subtraction				
c. multiplication c. division				
3. Shows growth in reasoning ability				
4. Computes problems accurately				
WORK HABITS				
1. Has materials ready				
2. Listens and follows directions				
3. Completes assignments on time				
4. Shows pride in accurate work				
5. Makes good use of time				
6. Figures out how to attack work				
EMOTIONAL DEVELOPMENT				
1. Shows self-control				
2. Shows sufficient maturity for age and grade level				
3. Uses good judgment				
4. Adjusts to new situations				
5. Seems to have a feeling of security				
SOCIAL DEVELOPMENT				
1. Is considerate and helpful				
2. Accepts constructive criticism				
3. Participates in class activities				
4. Participates in playground activities				
5. Co-operates with others				
6. Assumes responsibilities				
7. Conforms to school regulations				
PHYSICAL DEVELOPMENT				
1. Appears neat and clean				
2. Practices good health habits at school				
3. Displays skill in group games				
4. Has adequate muscle co-ordination				

Parent's Signature _____ Teacher's Signature _____

PARENT - TEACHER CONFERENCES

There should be minimum of three scheduled conferences, at which time the parents are given evaluation sheets, corresponding in time to the report periods of the regular grades. Two copies should be made of the evaluation sheet, one for the parent to keep and one for the teacher to keep.

Held on a regular school day and in the teacher's classroom, these conferences should last a maximum of 30 minutes. On these days children are dismissed.

An additional conference should be held with parents of new students, prior to or soon after their entrance.

An anecdotal record should be kept of every conference.

Telephone conversations should be limited to ten minutes. If a situation requires more time, a conference is in order.

Home visits are encouraged, but optional.

SOME POINTERS FOR THE CONFERENCE

1. Know the child's record.
2. Have samples of his work.
3. Be friendly.
4. Explain the reason for the conference.
5. Be a good listener.
6. Give the parent time to ask questions.
7. Begin your points with the child's strengths. Make use of the questions on the following page.
8. Usually avoid giving direct advice, but describe behavior, situations, etc.
9. Summarize with the parents.
10. Plan future steps with the parents.
11. Leave the door open for future conferences.
12. After the parents leave, write up the conference.
13. Follow up any plan for the future.

INITIAL PARENT INTERVIEW

Name of Student _____ Date_____ Phone_____

Parent (s) Present _____

Agenda:

(1) Explanation of program
(Opportunity for child with specific learning problems. Individual work in environment where child can succeed. Curriculum tailored to child's needs; learning will be on one-to-one basis.)

Ask parents to present class to child as an opportunity and privilege.

Future: dependent on child's disability and age, and ability of teacher to reach him. Length of time in class dependent on child's progress. Goal is to introduce child into the mainstream after time necessary in class.

(2) Details
(a) Length of day: probably about 9 to 2:30.
(b) Transportation
(c) Lunch. Milk
(d) Snack.
(e) Supplies: rubber cement, crayons, pencils (more throughout year), shoe box, notebook (3-hole), paper (ruled) for same, gym shoes.
Any special eating problems?
(f) Home work.
(g) Report Cards.
(h) Absences.
(i) Parent-teacher conferences.
(j) Phone calls. Give home number.
(k) Visit to home.

(3) Educational problems
(a) What is child's attitude toward school?
(b) Have you read to child? What?
(c) Special interests of child? Hobbies? Cub Scouts?
(d) Have you told him about this class? If so, what?

(4) Physical problems
(a) Do you think he is well coordinated?
(b) Any visual problems? Speech? Hearing?
(c) Does he have any medication?

(5) Socio-psychological problems
(a) How does child get along with siblings?
(b) With other children?
(c) Does he have any special fears?
(d) What sort of child does he think he is? (Self-image)
(e) How do you discipline youngster?

(6) Is there anything else you can tell me so we can help your child?

(7) What do you like the best about your child?

_____
DATE

Dear Parents,

My class for children with learning disabilities will be closed next_____, _____ in order that we may have conferences of 20 minute duration. I hope the schedule I have worked out will be convenient for you. If you cannot come at_____ please reply accordingly. Below is a general guideline of topics to consider prior to our forthcoming conference.

1. How does your child spend his time after school?
2. What are his favorite activities?
3. Does he have playmates; and how does he get along with same? Who are these playmates; i.e., their age, sex, and the activities in which they mutually engage?
4. How does he spend his weekends?
5. How do you correct him at home? What is effective or ineffective?
6. Does he help around the home, and in what way?
7. Does he seem to be in good health?
8. What is his usual bedtime? Does he take naps?
9. Does he watch television? What are his favorite programs? Consider his attention span. Is he restless?
10. Do you want him to have homework; and if so, why?
11. With whom would he usually do his homework?
12. Does he have a special time and space for homework?
13. Have you been reading to your child? How often? What?
14. What does your child do that bothers you most?
15. Have you any specific questions you wish to ask me?
16. What do you like best about him?

If you jot down some of your answers and some of the questions, I am certain our meeting will prove to be more valuable than if it were "off the cuff".

Sincerely,

POINTERS FOR PARENTS

1. Set aside specific work periods so the child will know that "how" we perform these tasks.

2. Start with short work periods--maybe 10, 20, to 30 minutes in length. Increase the time as the child's interest and aptitude increases.

3. Learn how to be a teacher, objective and impersonal, during the work periods, then go back to being a mother (or father) the rest of the day.

4. Be firm but gentle. Speak slowly, firmly and clearly, but never with anger or impatience.

5. Use a quiet authoritative voice. Develop confidence in yourself and the child and let your voice carry this confidence to the child.

6. Insist that he follow through on each task to its completion and perform it in exactly the manner you prescribe. Never allow the child to terminate a task unless it is completed. Consider what he can do before you assign it.

7. Do not let the child gain control of the situation.

   a. Remember that you are to structure all tasks and give the commands.
   b. The child may use many methods to avoid a given task. He may try to make minor changes, verbalize, resist,act foolish, giggle or develop aches and pains. Stop these overtures or, if this is impossible, ignore them and work right through them. Remain task oriented.
   c. I f the child throws a tantrum tell him to go ahead and "blow his top" but that he will still have to perform the given task when he has finished.

8. Make commands short, simple and related to the task.

9. Wait after a command is given to allow the child time to "think it through".
   a. Remember these children must collect the facts, close the door, (so to speak) and correlate the facts before they can perform.

10. Repeat a command only after time for correlation has been given.

11. If you feel the child is ready to perform, but seems unable to pull the action, out, add "Now".

12. If necessary, add tactual stimuli.

    a. Place the child bodily into the task
    b. Steady his hand
    c. Give a well-delivered, impersonal "swat"

13. Do not give the child a choice unless you intend to abide by his choice.

    a. Do not say, "Ccme now, shall we do this?" or "Let's try this." Rather say, "Do this, now!"
    b. If you give him a choice between two tasks make sure the plus value of your task is higher.
    c. Do not use threats or promises. These presuppose actions or events that will take place at a later date and this child has very little, if any, time concept.

POINTERS FOR PARENTS

14. When the child is working at a table, try to have the table and chair at a height where the child is comfortable and his feet are on the floor or stool.

    a. Keep the child on the chair during that portion of the work period. Do not allow him to avoid the task by leaving the table.
    b. If, however, he makes a point of sliding down or off the chair to avoid the material presented to him, insist that he carry through and finish the activity at the point where you catch him. No matter how uncomfortable the position. Then command him to sit up and proceed to the next task.

15. Learn to anticipate the child's abortive and resistive moves before he makes them.

16. Draw the child's eyes into the task repeatedly.

17. If a given task proves too difficult, change to another task and then come back to it. If, after several attempts, the child does not show any comprehension of the task, do not abandon it. Find a simpler approach.

18. Teach the child to relax.

    a. Have him practice sitting, lying and standing perfectly still and relaxed.
    b. Massage his neck and shoulders during periods or other times when he seems tense.
    c. Use a clock with a prominent second hand or a timer. If you use a clock, have him be very quiet and relaxed as he watches the hand make a revolution. If you use a timer, tell him to be very quiet until the bell rings.
    d. Begin with very short periods of time (1/2 minute to a minute) then gradually increase the time.

19. Use the word "No" sparingly.
    Do not say "No" unless you intend to carry through and see to it that the child obeys. If you say "No" with the same repercussions an hour later, tomorrow or next week. Exception: When and if a child advanced to a point where he can properly handle the forbidden item.

20. Do not drill.

    a. The initial performance is the most important. Never repeat a performance more than 2 or 3 times. If you wish the child to perform more often in one study period, leave the activity, go to another, then return.
    b. Add variations

21. Each parent should work with the child but not both at the same time except when an extra pair of hands are needed. Even then, all commands for that particular work period should be given by one parent.

22. Mother and Dad, learn how to relax.

Purdue University
Department of Education
Achievement Center for Children
Lafayette, Indiana
(Clara M. Chaney)
Director of Parent Education

GUIDE FOR PARENT-TEACHER CONFERENCE

Name:

SUBJECT	NOTES
I. LANGUAGE ARTS A. Reading 1. Is the child reading up to his grade level? 2. In what reading group is he? 3. How can the parent help the child at home? 4. Does he read widely for enjoyment?	
B. Spelling 1. Is the child expected to study spelling at home? If so, how? 2. Does child spell words correctly in his other written work?	
C. Language 1. Does child express himself well orally? 2. Does child express himself well in written work?	
D. Writing 1. Does child write legibly and neatly? 2. Does child form letters correctly?	
II. SOCIAL STUDIES 1. Does child read with understanding in this area? 2. Can he secure and use information? 3. Does child participate in group planning and discussion?	
III. SCIENCE 1. What are his special interests in this area?	
IV. ARITHMETIC 1. What is child expected to learn in this grade? 2. Does child do the work expected of his grade level? 3. Where is child's weakness? - Strength?	

THE WHOLE CHILD

I. WORK HABITS

1. Does the teacher and parent feel the child is putting forth his best effort?
2. Does the child start promptly and finish what he starts at home? At school?
3. How does the child use his leisure time at home? At school? - - Special interests, hobbies?
4. Does the child share some of the home responsibility? School responsibility?
5. Does the child work at home and at school in such a way as to permit others to work, also?
6. Does your child have a quiet place to read and study?

II. SOCIAL HABITS

1. Does the child play with his own age group, in his neighborhood and at school?
2. Is there something teacher or parent should know about child's relationship with his brothers and sisters? - With his parents?
3. What family or school activities does the child particularly enjoy? Is he cooperative in planning for school and family fun?
4. Does he show respect and good manners at home? - At school?
5. Does child control talking?

III. HEALTH

1. Does the child have any physical problems which might affect his school work?
   - (a) Poor eyesight, color blindness
   - (b) Hearing difficulty
   - (c) Allergies
   - (d) Poor coordination
   - (e) Speech problems
   - (f) Nervousness, tenseness
2. Does the child have at least ten hours of sleep?
3. Does the child have a good breakfast?
4. Does the child take pride in personal cleanliness?

Suggestions made as a result of this conference for parent or teacher to help the child:

PARENT ORGANIZATIONS

There is a parent organization for the parents of children in these classes. All parents are to attend these meetings.

There are county-wide meetings several times a year with building meetings in alternating months.

The meetings are planned by the parents, teachers and supervisors.

There is also a Hamilton County Branch of the Association for Children with Learning Disabilities. All parents and teachers are invited to be members of this group.

TEACHERS SPEAKING TO COMMUNITY GROUPS

If asked to speak to community groups, teachers should discuss it with their Supervisor before accepting.

CONVENTIONS

Teachers are encouraged to attend national and state conventions of organizations directly related to Learning Disabilities.

Of course this will need to be cleared through the local school districts. Whenever local, state, national groups hold their meetings in or near Cincinnati, we will expect all our teachers to attend as many sessions as possible.

DAILY BEHAVIOR CHART (SEE THE STATE BULLETIN ON NEUROLOGICALLY HANDICAPPED CHILDREN)

NAMES

	Chas.		Rick		Dave		Ted		Jim		Ron											
WORK SPACE A.M.	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Disorganized, confused																						
Dawdling																						
Fidgety																						
Impatient for teacher's attention																						
Understands work																						
Works quietly																						
Cooperates with teacher																						
WORK PERIOD - P.M.																						
Disorganized, confused																						
Dawdling																						
Fidgety																						
Impatient for teacher's attention																						
Understands work																						
Works quietly																						
Cooperates with teacher																						
Does not complete work																						
Extra attention time																						

Name _____ Birthdate _____ Age _____

Test scores:
Intelligence (name)_____ Achievement (name) _____

CA_____ MA_____ IQ_____ Vocabulary_____ Comprehension _____

Estimated reading level: Independent_____ Instructional_____

1. Sight Vocabulary.
   Use standard word lists. Check comprehension by word opposites test. Indicate size and/or grade level.

2. Phonetic Analysis Skills.
   Check by observation of oral reading and by use of tests for all consonant and vowel phonetic elements as well as syllabication (number and accent) in either words or nonsense lists.

3. Structural Analysis Skills.
   Check on ability to perceive known word parts, root woods, compound words, prefixes, and suffixes.

4. Auditory and/or visual misperceptions.
   List observed problems.

5. Configuration clues.
   Are these used by child? How?

6. Contextual clues.
   Use of sentence and/or paragraph etc. in order to attack word. Note appropriateness and accuracy.

7. Dictionary skills.
   Note ability to alphabetize, use diacritical marks, and determine meanings.

8. Oral Reading Fluency.
   Oral reading tests give grade levels. Should be commensurate with taped or observed conversational level for each child.

9. Comprehension skills.
   These should include appropriate work-study skills. Deficite should be noted.

10. Observable habits.
    Poor posture, close eye-book distance, moves head, moves lips, audible vocalization, finger-pointing, substitution, omission, addition, word reader, monotone, tension.

LD-10a

From results on teacher-made survey tests and daily performance indicate specific problem of individual as well as his strengths. Note gaps between expectancy and performance.

Name_____ Birthdate_____

Test Data: CA_____ MA_____ IQ_____ Meaning_____ Computation_____

Estimated Arithmetic Levels: Independent _____ Instructional_____

Indicate strengths and weaknesses.

NUMBERS

	0-10	10-100	100-1000	1000's
Reads and writes numerals				
Reads and writes in words				
Counts by 1's				
Counts by 2's				
Counts by 5's				
Counts by 10's				
Understands place value				
Roman numerals				

NUMBER FACTS

	(0)	1	2	3	4	5	6	7	8	9	10
Addition											
Subtraction											
Multiplication											
Division											

SKILLS (List strengths or weaknesses)

Addition

(Suggested observations include zero, column, carrying, and place value.)

Subtraction

(Suggested observations include zero, borrowing, and place value.)

Multiplication

(Suggested observations include zero, carrying, place value of multiplier.)

Division

(Suggested observations include zero, borrowing, carrying, and place value of divisor.)

Word problems

Reasoning
Reading comprehension

Measurements

Time
Money
Linear
Liquid

Vocabulary Comprehension (including mathematical symbols)

Graphs, Charts, Scales, Maps

Interpretation
Construction

Language Arts

Test Data: Language _____ Spelling _____

Estimated Language Levels _____

1. Listening

(Note attention span, accuracy of recall and response during and after activities.)

2. Words

(Note usage, pronunciation, and spelling.)

3. Sentences

(Note structure, syntax, expression, both oral and written. In addition, note the use of capitals and punctuation in written sentences.)

4. Stories

(Note organization, concreteness, level of expression, and other significant findings. Compare to oral expression.)

5. Spelling errors.

BARBE READING SKILLS CHECK LIST
READINESS LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY:
   A. Word Recognition
      1. Interested in words _____
      2. Recognizes own name in print _____
      3. Knows names of letters _____
      4. Knows names of numbers _____
      5. Can match letters _____
      6. Can match numbers _____
      7. Can match capital & small letters _____

   B. Word Meaning
      1. Speaking vocabulary adequate to convey ideas _____
      2. Associates pictures to words _____
      3. Identifies new words by picture clues _____

II. PERCEPTIVE SKILLS:
   A. Auditory
      1. Can reproduce pronounced two and three syllable words _____
      2. Knows number of sounds in spoken words
      3. Can hear differences in words _____
      4. Able to hear length of word (Which is shorter? boy-elephant) _____
      5. Able to hear sound:
         At beginning of word _____
         At end of word _____
         In middle of word _____
      6. Hears rhyming words _____
      7. Aware of unusual words _____

(Readiness Level, Continued)

B. Visual
1. Uses picture clues _____

2. Recognizes:
Colors _____

Sizes (big, little, tall, short) _____

Shapes (square, round, triangle) _____

3. Observes likenesses and differences

In words _____

In letters _____

4. Left-right eye movements _____

III. COMPREHENSION:
A. Interest
1. Wants to learn to read _____

2. Likes to be read to _____

3. Attention span sufficiently long _____

B. Ability
1. Remembers from stories read aloud:
Names of characters _____

Main ideas _____

Conclusion _____

2. Can keep events in proper sequence _____

3. Uses complete sentences _____

4. Can work independently for short periods _____

5. Begins at front of book _____

6. Begins on left hand page _____

7. Knows sentence begins at left _____

IV. ORAL EXPRESSION
A. Expresses self spontaneously _____

B. Able to remember five word sentence _____

C. Able to make up simple endings for stories _____

D. Able to use new words _____

Teacher's Notes:

BARBE READING SKILLS CHECK LIST
FIRST GRADE LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY
A. Word Recognition
1. Recognizes words with both capital and small letters at beginning _____

2. Is able to identify in various settings the following words usually found in preprimers:

___ a	___ do	___ jump	___ show
___ airplane	___ dog	___ kitten	___ sleep
___ an	___ down	___ like	___ something
___ and	___ father	___ little	___ splash
___ apple	___ fast	___ look	___ stop
___ are	___ find	___ make	___ surprise
___ at	___ fine	___ may	___ table
___ away	___ fish	___ me	___ thank
___ baby	___ for	___ mitten	___ that
___ ball	___ funny	___ mother	___ the
___ be	___ get	___ morning	___ tree
___ bed	___ girl	___ my	___ to
___ big	___ give	___ near	___ toy
___ birthday	___ go	___ no	___ two
___ blue	___ good	___ not	___ up
___ boat	___ good-by	___ oh	___ want
___ bow-wow	___ green	___ on	___ we
___ cake	___ has	___ one	___ what
___ call	___ have	___ party	___ where
___ can	___ he	___ pie	___ will
___ cap	___ help	___ play	___ with
___ car	___ her	___ pretty	___ work
___ Christmas	___ here	___ puppy	___ yellow
___ come	___ hide	___ ran	___ you
___ cookies	___ home	___ red	___ your
___ cowboy	___ house	___ ride	
___ daddy	___ I	___ run	
___ did	___ in	___ said	
___ dinner	___ is	___ see	
___ dish	___ it	___ she	

Only additional words found in six of seven leading primers were:

___ about	___ fun	___ night	___ they
___ again	___ had	___ new	___ this
___ all	___ happy	___ now	___ too
___ am	___ him	___ of	___ us
___ as	___ his	___ put	___ walk
___ back	___ how	___ rabbit	___ was
___ black	___ just	___ sat	___ water
___ boy	___ know	___ saw	___ way
___ but	___ laugh	___ so	___ went

___ came	___ let	___ some	___ were
___ could	___ long	___ soon	___ when
___ cow	___ man	___ take	___ white
___ eat	___ many	___ them	___ wish
___ farm	___ Mr.	___ then	___ who
___ from	___ must	___ there	___ yes

(List prepared by Olive Reeve, Whitewater (Wisc.) State College)

II. WORD ANALYSIS:

A. Phonics

1. Recognizes single initial consonants and can make their sound:

b ___	k ___	q ___	w ___
d ___	l ___	r ___	x ___
f ___	m ___	s ___	y ___
h ___	n ___	t ___	z ___
j ___	p ___	v ___	

2. Knows single consonant sounds in final position (hat) _____

3. Knows single consonant sounds in middle position (seven) _____

4. Names of vowels are introduced _____

5. Knows sounds of initial consonant blends _____

(listed in order of difficulty)

sh ___	fr ___	cl ___	sw ___
st ___	wh ___	gl ___	tw ___
bl ___	th ___	sp ___	
pl ___	ch ___	sm ___	
tr ___	fl ___	sn ___	

B. Structural Analysis

1. Knows endings _____

ed sound as "ed" in wanted ___

ed sound as "d" in laughed ___

ed sound at "t" in liked ___

ing ___

s ___

2. Recognizes compound words (into, upon) _____

2. Knows common word families:

all ___	et ___	an ___	ay ___
at ___	en ___	ill ___	ake ___
it ___	in ___	ell ___	or ___

C. Word Form Clues
1. Notices capital and small letters _____

2. Notices length of words _____

3. Notices double letters _____

III. COMPREHENSION:
A. Understands that printed symbols represent objects or actions _____

B. Can follow printed directions (Find the boy's house) _____

C. Can verify a statement (See if Sandy ran away.) _____

D. Can draw conclusions from given facts (What do you think happened then?) _____

E. Can recall what has been read aloud _____

F. Can recall what has been read silently _____

G. Can place events in sequence _____

H. Can remember where to find answers to questions _____

IV. ORAL AND SILENT READING SKILLS:
A. Oral Reading
1. Uses correct pronunciation _____

2. Uses correct phrasing (not word-by-word) _____

3. Uses proper voice intonation to give meaning _____

4. Has good posture and handles book appropriately _____

c 5. Understands simple punctuation:
period (.) ____
comma (,) ____
question mark (?) ____
exclamation mark (!) ____

B. Silent Reading
1. Reads without vocalization: _____
Lip movements ____
Whispering ____

2. Reads without head movements _____

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BARBE READING SKILLS CHECK LIST
SECOND GRADE LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY:

A. Word Recognition

1. Recognizes 220 Dolch Basic Sight Words (by end of year) _____

___ a	___ as	___ again	___ about	___ any
___ all	___ away	___ ate	___ after	___ better
___ am	___ be	___ black	___ always	___ both
___ an	___ black	___ but	___ around	___ bring
___ and	___ brown	___ cold	___ ask	___ carry
___ are	___ by	___ cut	___ because	___ clean
___ at	___ came	___ fast	___ been	___ could
___ big	___ did	___ first	___ before	___ done
___ blue	___ eat	___ five	___ best	___ don't
___ call	___ fall	___ fly	___ buy	___ draw
___ can	___ find	___ four	___ does	___ drink
___ come	___ for	___ give	___ for	___ eight
___ do	___ get	___ goes	___ found	___ every
___ down	___ going	___ going	___ full	___ hurt
___ funny	___ have	___ got	___ gave	___ know
___ go	___ her	___ green	___ grow	___ light
___ good	___ him	___ had	___ hold	___ myself
___ he	___ his	___ has	___ how	___ never
___ help	___ if	___ hot	___ just	___ own
___ here	___ into	___ its	___ keep	___ pick
___ I	___ laugh	___ long	___ kind	___ right
___ in	___ let	___ made	___ much	___ seven
___ is	___ live	___ many	___ must	___ shall
___ it	___ may	___ new	___ now	___ show
___ jump	___ my	___ not	___ off	___ their
___ like	___ no	___ of	___ once	___ them
___ little	___ old	___ open	___ only	___ then
___ look	___ on	___ please	___ round	___ there
___ make	___ one	___ or	___ sleep	___ these
___ me	___ put	___ our	___ small	___ think
___ out	___ saw	___ pull	___ take	___ those
___ play	___ said	___ read	___ tell	___ together
___ pretty	___ she	___ saw	___ thank	___ use
___ ran	___ sit	___ say	___ that	___ very
___ red	___ some	___ sing	___ they	___ want
___ ride	___ stop	___ six	___ this	___ warm
___ run	___ three	___ soon	___ too	___ wash
___ see	___ today	___ ten	___ try	___ went
___ so	___ two	___ upon	___ under	___ what
___ the	___ was	___ us	___ walk	___ when
___ to	___ will	___ who	___ well	___ where
___ up	___ work	___ why	___ were	___ which
___ we	___ yes	___ wish	___ white	___ would
___ you	___ yellow	___ your	___ with	___ write

2. Use word form clues
   a. Configuration _____

   b. Visual similarity of rhyming words (call, fall, ball) _____
3. Is familiar with structural analysis
   a. Little words in big words (many) _____

   b. Compound words (barnyard) _____

   c. Possessives and word endings:

's	___	er	___
d	___	est	___
ed	___	y	___
ing	___	ly	___
t	___		

   d. Contractions: _____

I'm	___	don't	___
I'll	___	won't	___
can't	___		

B. Word Meaning
   1. Multiple meanings of words _____

   2. Synonymous meanings (jolly-happy) _____

   3. Opposites (up-down) _____

   4. Words pronounced the same (rode-road) _____

III. WORD ANALYSIS:
   A. Phonics
      1. Knows consonant sounds taught in first grade (b, d, f, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z, and st, tr, fr, sm, sn, sw, tw, bl, gl, fl, pl, cl, sh, ch, wh, th) _____

      2. Applies these sounds and blends to:
         a. initial position in words (let) _____

         b. final position in words (bank) _____

         c. medial position in words (little) _____
      3. Knows word families:

ou as in out	___	er as in her	___
ow as in show and cow	___	ir as in bird	___
		ur as in fur	___
oi as in oil	___	eck as in neck	___
oy as in boy	___	ick as in sick	___
oo as in balloon and book	___	ack as in back	___
		uck as in duck	___
aw as in straw	___	ing as in sing	___
ew as in new	___	ike as in like	___
ight as in night	___		
ind as in find	___		

      4. Short vowel sound (a, o, i, u, e) _____

      5. Long vowel sounds _____

6. Understands function of "y" as a consonant at beginning of word (yard) and vowel (bicycle) anywhere else _____

7. Knows two sounds of c and g:
   C followed by i, e, or y makes s sound _____
   C followed by a, o or u makes k sound _____
   (examples: city, cent and cat, cot)
   G followed by i, e, or y makes j sound _____
   G followed by a, o or u makes guh sound _____
   (examples: ginger, gym and game, gun)

8. Knows initial consonant sound includes all consonants up to first vowel _____

9. Knows three letter initial blends _____

str___	spr___
sch___	spl___
thr___	chr___

10. Phonics rules:
    a. A single vowel in a word or syllable is usually short (hat) _____

    b. A single e at the end of a word makes the preceding vowel long (hate) _____

    c. A single vowel at the end of a word is usually long (she) _____

    d. When there are two vowels together, the first is long and the second silent (pail, train) _____

    e. Vowels are influenced when followed by "r", "w" and "l"
       star___
       saw ___
       all ___

B. Structural Analysis
   1. Recognizes root or base words (mines, mined, miner) _____

   2. Recognizes word endings _____
      en as in waken ___
      ful as in careful ___

   3. Knows contractions: _____

isn't ___	you're ___
I've ___	let's ___
I'm ___	it's ___
he's ___	we've ___

   4. Knows possessives (Bill's) _____

   5. Can disconnect printed fi and fl (fish and fly) _____

III. COMPREHENSION:

A. Association of ideas of material read

1. Can draw conclusions _____

2. Can predict outcomes _____

3. Can find proof _____

4. Can associate text with pictures _____

B. Organization of ideas

1. Can follow printed directions _____

2. Can find main idea _____

3. Can follow plot sequence _____

C. Locating information

1. Can use:
   table of contents ___
   page number ___
   titles ___

2. Can find specific information _____

D. Appreciation

1. Able to dramatize stories read _____

2. Able to illustrate stories read _____

3. Able to tell a story which has been read previously _____

4. Owns at least several books which he particularly likes _____

IV. ORAL READING:

A. Reads clearly and distinctly _____

B. Reads with expression _____

C. Reads fluently _____

D. Reads so that listeners enjoy the story _____

BARBE READING SKILLS CHECK LIST
THIRD GRADE LEVEL

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY

A. Word Recognition

1. Recognizes Dolch 220 Basic Sight Words _____

___ a	___ as	___ again	___ about	___ any
___ all	___ away	___ ate	___ after	___ better
___ am	___ be	___ black	___ always	___ both
___ an	___ black	___ but	___ around	___ bring
___ and	___ brown	___ cold	___ ask	___ carry
___ are	___ by	___ cut	___ because	___ clean
___ at	___ came	___ fast	___ been	___ could
___ big	___ did	___ first	___ before	___ done
___ blue	___ eat	___ five	___ best	___ don't
___ call	___ fall	___ fly	___ buy	___ draw
___ can	___ find	___ four	___ does	___ drink
___ come	___ for	___ give	___ for	___ eight
___ do	___ get	___ goes	___ found	___ every
___ down	___ going	___ going	___ full	___ hurt
___ funny	___ have	___ got	___ gave	___ know
___ go	___ her	___ green	___ grow	___ light
___ good	___ him	___ had	___ hold	___ myself
___ he	___ his	___ has	___ how	___ never
___ help	___ if	___ hot	___ just	___ own
___ here	___ into	___ its	___ keep	___ pick
___ I	___ laugh	___ long	___ kind	___ right
___ in	___ let	___ made	___ much	___ seven
___ is	___ live	___ many	___ must	___ shall
___ it	___ may	___ new	___ now	___ show
___ jump	___ my	___ not	___ off	___ their
___ like	___ no	___ of	___ once	___ them
___ little	___ old	___ open	___ only	___ then
___ look	___ on	___ please	___ round	___ there
___ make	___ one	___ or	___ sleep	___ these
___ me	___ put	___ our	___ small	___ think
___ out	___ saw	___ pull	___ take	___ those
___ play	___ said	___ read	___ tell	___ together
___ pretty	___ she	___ saw	___ thank	___ use
___ ran	___ sit	___ say	___ that	___ very
___ red	___ some	___ sing	___ they	___ want
___ ride	___ stop	___ six	___ this	___ warm
___ run	___ three	___ soon	___ too	___ wash
___ see	___ today	___ ten	___ try	___ went
___ so	___ two	___ upon	___ under	___ what
___ the	___ was	___ us	___ walk	___ when
___ to	___ will	___ who	___ well	___ where
___ up	___ work	___ why	___ were	___ which
___ we	___ yes	___ wish	___ white	___ would
___ you	___ yellow	___ your	___ with	___ write

2. Refinement of skills previously taught _____
   a. Compound words
   b. Prefixes and suffixes:

a ___	dis ___	ful ___
un ___	in ___	less ___
ex ___	th ___	ness ___
be ___	ty ___	

   c. Identification of root words _____
   d. Knows all initial consonant sounds (single sounds and blends-up to first vowel in word) _____
   e. Can read all contractions _____

B. Word Meaning
   1. Provided many experiences to increase speaking and reading vocabulary _____
   2. Able to select descriptive and figurative words and phrases _____
   3. Able to supply synonyms, antonyms and homohyms _____
   4. Understands use of elementary school dictionary to find word meaning _____

II. WORD ANALYSIS:
   A. Review and refine previously taught skills:
      1. All initial consonant sounds _____
      2. Short and long vowel sounds _____
      3. Changes in words by:
         a. adding s, es, d, ed, ing, er, est _____
         b. dropping final e and adding ing _____
         c. doubling the consonant before adding ing _____
         d. changing y to i before adding es _____
      4. Compound words _____
      5. Contractions _____
      6. Vowel rules
         a. vowel in one syllable word is short _____
         b. vowel in syllable or word ending in e is long _____
         c. two vowels together, first is long and second is silent _____
      7. Possissive forms _____
      8. C followed by i, e, y makes s sound _____
         c followed by a, o, u makes k sound _____
      9. G followed by i, e, y makes j sound _____
         G followed by a, o, u makes guh sound _____
      10. Silet letters in kn, wr, gn _____

   B. Learns new skills of:
      1. Forming plurals
         by adding s, es, ies _____
         by changing f to v and adding es _____
      2. Similarities of sound such as x and cks (box-blocks) _____

   C. Syllabication rules
      1. There are usually as many syllables in a word as there are vowels _____
      2. Where there is a single consonant between two vowels, the vowel goes with the first syllable (pu/pil) _____
      3. When there is a double consonant, the syllable break is between the two consonants and one is silent (example: lit/tle) _____

D. Can hyphenate words using syllable rules _____
E. Understands use of primary accent mark _____
F. Knows to accent first syllable, unless it is a prefix, otherwise accent second syllable _____

III. COMPREHENSION:
A. Can find main idea in story _____
B. Can keep events in proper sequence _____
C. Can draw logical conclusions _____
D. Is able to see relationships _____
E. Can predict outcomes _____
F. Can follow printed directions _____
G. Can read for a definite purpose:
1. for pleasure _____
2. to obtain answer to question _____
3. to obtain general idea of content _____
H. Classify items _____
I. Use index _____
J. Alphabetize words by first two letters _____
K. Knows technique of skimming _____
L. Can determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.) _____
M. Use maps and charts _____

IV. ORAL READING:
A. Reads with a pleasing voice quality _____
B. Reads with adequate volume _____
C. Reads with clear and distinct enunciation _____
D. Accuracy in pronunciation _____
E. Ability to convey meaning to listeners

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BARBE READING SKILLS CHECK LIST
FOURTH LEVEL READING SKILLS

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY:
  A. Word Recognition
    1. Introduce new words in content fields _____
    2. Recognizes similarities of known words _____
      a. compound words ___ d. plurals ___
      b. root words ___ e. hyphenated words ___
      c. suffixes, prefixes ___ f. contractions ___
    3. Recognizes unusual characteristics of words _____
  B. Word Meaning
    1. Develop ability in getting meaning from context _____
    2. Use new words in sentences to show meaning _____
    3. Knows punctuation _____
    4. Knows punctuation _____
      a. italics ___ c. parenthesis ___
      b. quotation marks ___ d. exclamation marks ___
    5. Use of map skills _____
  C. Review Dolch words
II. WORD ATTACK SKILLS:
  A. Structural analysis
    1. Knows rules for syllables
      a. Each syllable must contain a vowel and a single vowel can be a syllable _____
      b. Suffixes and prefixes are syllables with meanings of their own _____
      c. The root word is not divided _____
      d. If the first vowel is followed by two consonants, the first syllable usually ends with the first consonant (example: pen cil) _____
      e. If the first vowel is followed by a single consonant, the consonant usually begins the second syllable (example: a maze, am ple) _____
      f. If a word ends in le preceded by a consonant, that consonant begins the last syllable _____
      g. The letter x always goes with the preceding vowel to form a syllable (example: ex it) _____
      h. The letters ck go with the preceding vowel and end the syllable (example: chick en) _____

LD-11e

2. Knows accent clues
   a. The first syllable is usually accented, unless it is a prefix _____
   b. Beginning syllables de, re, be, in and a are usually unaccented _____
   c. Endings that form syllables are usually unaccented (run ning) _____
   d. ck following a single vowel is accented (example: jack et) _____

3. Teach these suffixes and prefixes:
   a. Suffixes:

ness	(being)	sickness	___
ment	(result of)	movement	___
ward	(in direction of)	backward	___
ous	(full of)	joyous	___
ious eous	(abounding in)	gracious	___
et	(little)	leaflet	___
able ible	(capable of being)	capable credible	___ ___
ic	(like, made of)	magic	___
ish	(like)	foolish	___
ant	(being)	vacant	___
ent	(one who)	president	___
age	(collection of)	baggage	___
ance	(state of being)	disturbance	___
ence	(state or quality)	violence	___
wise	(ways)	crosswise	___
ling	(little)	duckling	___
ty ity	(state)	unity vicinity	___ ___
ure	(denoting action)	pleasure	___
ion	(condition or quality)	action	___

   b. Prefixes:

dis	(not, apart)	dismiss	___
in	(not)	invade	___
mis	(wrong)	mistake	___
anti	(against)	anticlimax	___
non	(not)	nonsense	___
com	(with	combine	___
con	(with)	connect	___
pre	(before)	prepare	___
super	(over)	superior	___
tri	(three)	tricycle	___
sub	(under)	submarine	___
post	(after)	postscript	___
ab	(from)	abnormal	___
trans	(across)	translate	___
em	(in)	embark	___
de	(from)	depart	___
inter	(between)	interurban	___
pro	(in front of)	promote	___
ex	(out of or out)	explain	___
en	(in)	enter	___
ob	(against)	object	___
per	(fully, through)	perfect	___

B. Phonic analysis
   1. Review phonic skills
      a. Single consonants and blends _____
      b. Short and long vowels _____
      c. Vowel teams:

ee___	au___	oi___
ea___	aw___	oy___
ay___	oa___	ou___
ai___	oo___	ow___

   2. Review Vowel rules
      a. In attacking a vowel sound try first the short sound; if the word then doesn't make sense try the long sound.
      b. Vowels are usually short when they appear as single vowels and are followed by a consonant.
      c. Vowels are usually given the long sound when they appear alone and are the last letters of a word.
      d. When two vowels appear together in a word, the first vowel is long and the second is silent.
      e. In short word containing two vowels where one of the vowels is a final e, the first vowel will have a long sound while the final e is silent.

C. Training in use of dictionary and glossary.
   1. As taught on third grade level.
      a. Review order of letters in alphabet.
      b. Review the alphabetical arrangement of words.
   2. Teach the division of dictionary to determine in which 1/3 or 1/4 the word may be found.
   3. Teach the meaning and use of the phonetic spelling that follows in parenthesis each word in the dictionary.
   4. Teach the meaning and use of the pronunciation key given at the bottom of every page.
   5. Teach the selecting of the meaning which fits best according to the context in which the word is used.
   6. Teach the meaning and the use of guide words.
   7. Teach the meaning and use of the secondary accent mark.

III. COMPREHENSION:
   A. Finding the main idea
      1. Choosing titles for material read
      2. Summarizing
      3. Can identify key words and topic sentences
   B. Finding details
      1. Finding specific information
      2. Interpreting descriptive words and phrases
      3. Selecting facts to remember
      4. Selecting facts to support main idea
      5. Using study guides, charts, outlines
      6. Verifying answers
      7. Arranging ideas in sequence
   C. Creative reading
      1. Able to interpret story ideas (generalize)
      2. Able to see relationships
      3. Able to identify the mood of a reading selection
      4. Able to identify author's purpose
      5. Able to identify character traits

D. Formal outlining
   1. Form _____
      a. Main ideas (I, II, III)
      b. Subordinate ideas (A,B,C)
   2. Talking from an outline

IV. ORAL READING
   A. Review previously taught skills _____
   B. Eye-voice span of three words _____

BARBE READING SKILLS CHECK LIST
FIFTH LEVEL READING SKILLS

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY:

A. Word recognition of vocabulary in content areas

Social Studies	English	Arithmetic	Science	Miscellaneous

B. Meaning of words

1. Interpreting word meanings
2. Semantics
3. Synonyms, antonyms, homonyms, heteronyms
4. Knows abstract meanings of words
5. Understands figurative and colorful expressions
6. Understands colloquial speech

II. WORD ATTACK SKILLS:

A. Phonics Skills

1. Syllabication
   a. Each syllable must contain a vowel and a single vowel can be a syllable
   b. The root or base word is a syllable and is not divided
   c. Blends are not divided. (th str)
   d. Suffixes and prefixes are syllables. (dust y in come)
   e. If the vowel in a syllable is followed by two consonants, the syllable usually ends with the first consonant.
   f. If a vowel in a syllable is followed by only one consonant, the syllable usually ends with a vowel.
   g. If a word ends in le, the consonant just before the l begins the last syllable.
   h. When there is an r after a vowel, the r goes with the vowel to make the "er" sound. (er, ir, ur)
2. Vowel sounds (review long and short sounds)
   a. When there is only one vowel in a word or syllable the vowel is short.
   b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
3. Accent
   a. In a word of 2 or more syllables, the first syllable is usually accented unless it is a prefix.

B. Dictionary
   1. Alphabetization
      a. Division into quarters and thirds
      b. Classifying words by second, third, and fourth letters
   2. Using a dictionary
      a. Recognize and learn abbreviated parts of speech as n. = noun; v. = verb; adj. = adjective; adv. = adverb
      b. Learning the preferred pronunciation
   3. Use of guide words
   4. Syllabication and accent
   5. Interpreting diacritical markings. (bottom of page)
   6. Interpreting key to pronunciations. (bottom of page)
   7. Interpreting phonetic re-spellings
   8. Cross references
   9. Plurals - irregular. (deer, deer shelf, shelves)
   10. Comparative and superlative adjectives. (many, more, most)
   11. Change in accent and its effect on pronunciation and meaning of words. (pre'sent, present')
   12. Secondary accent
   13. Parts of a verb. Tenses - present and past.
   14. Adverbs derived from adjectives. (ly ending as a clue or help.)

C. Glossary
   1. Dictionary of words for one particular book.
   2. Use guide words.
   3. Find meanings to understand what is being read.

D. Context clues
   1. Review using context clues.
   2. Review associating ideas with words.
   3. Review associating ideas with characters.
   4. Sentence structure. (Noun, verb)
   5. In poetry. Rhythm scheme can sometimes help.

III. COMPREHENSION:
A. Locating information
   1. Table of contents.
      a. Examine tables of contents of several books.
      b. List titles and have pupils use table of contents to locate pages.
   2. Examine books to find: title page, pictures, key, guide words, publisher, copyright year.

B. Reference materials
   1. The encyclopedia
      a. Topics arranged alphabetically
      b. Show meaning of characters of back of each volume
      c. Compare dictionaries and encyclopedias for differences of materials
      d. Pupils should know names of important children encyclopedias

2. The atlas and maps.
   a. Examine atlas to find answers for questions on location, relative size, direction and distance.
   b. Use maps to explain latitude and longitude. Compare with known facts about streets and highways.
3. Magazines and newspapers. Use to supply more recent information than textbook could contain.
4. Knows proper use of dictionary.
5. Time tables.
   a. Reading and interpreting.
   b. Following directions.
6. Card catalogue
   a. Explain that every book has its place on the shelf.
   b. Each class of books has its own call number
   c. Examine cards
      Author, title, subject
   d. Give practice in location of titles and call numbers.
7. Using a telephone book.
8. Catalogues

C. Reading to organize
   1. Outlining
      Use roman numerals and letters.
   2. Establish a sequence
      Pupils list sentences in order of event
   3. Follow directions
   4. Summarize

D. Note taking
   1. From reading
   2. From lectures

E. Reading for appreciation
   1. To derive pleasure
   2. To form sensory impressions
   3. To develop imagery
   4. To understand characters
      a. physical appearance
      b. emotional make-up

IV. ORAL READING:
   A. Recognize and pronounce words with speed and accuracy.
   B. Group words into meaningful phrases.
   C. Interpret marks of punctuation accurately.
   D. Re-express to an audience the meaning and feelings expressed by an author.
   E. Express emotion sincerely.
   F. Read in a pleasant, well-modulated voice.
   G. Read with poise and self-confidence.
   H. Dramatize portions of the story.
   I. "Televise" or give radio version of story incidents.
   J. Take part in a stage version of a story.
   K. Verify answers to questions.
   L. Interpret characterizations.

M. Interpret word pictures.
N. Interpret general mood of text. e.g. humor-suspense.
O. Interpret sensations given by words.
P. Interpret the organization of text.
    1. Main thought in the paragraph.
    2. Main events in sequence.
    3. Main heads and sub-heads in outline.
    4. Directions for carrying out an activity.

BARBE READING SKILLS CHECK LIST
SIXTH LEVEL READING SKILLS

(Last Name) (First Name) (Name of School)

(Age) (Grade Placement) (Name of Teacher)

I. VOCABULARY:
   A. Word recognition.
      1. Context clues
         a. How the word is used in a sentence.
         b. Function of word.
      2. Picture clues.
         a. Visual impressions of words.
         b. Configuration.
      3. Language rhythms.
         a. Rhyming clues.
         b. Appreciation for general rhythm of well-expressed ideas.

   B. Prefixes

Prefix	Meaning
ab	from, away
an	without, not
ad	to, toward
ante	before
bi	two, twice
circum	around
de	from, down from
dis	apart, not
dia	through, around
ex	out of, from
im	not, in
il,un,in,ir	into, not
inter	between
in, en	in, into, among
intro	within, against
mis	wrong, wrongly
non	not
pan	whole, all
per	fully, through
peri	around, about
post	after, behind
per	before
pro	fore, in front of
re	back, again
se	aside
semi	half, partly
sub	under
super	over, above
trans	beyond, across
tri	three, thrice
un	not

B. Suffixes

Suffix	Meaning
able, ible	capable of being
acy, ace, ancy, ance	state of being
an, ean, ian	one who, relating to
age	act or condition
ant	n - one who, adj.-being
er, ar	relating to like
ary	n.-one, who-(Place where)
ante	adj.-relating to
en	one who is little made
ence	state of quality
ent	adj.-being, n.-one who
full	full of
fy, ify	to make
hood	state, condition
ic	like, made of
ice	that which, quality or state of being
id	being in a condition
ion	act or state of being
ize, ise	to make
ist, ite	one who
ity,ty	state
ive	relating to
less	without
ly	in a way
ment	act or state of being
ness	state of being
or, ar, er	on who, that which
ory	
ose, ous	abounding in
some	full of
ward	turning to, in direction
y	like or full of

Prefixes and suffixes list prepared by Ruth Strang.

4. Initial and ending sounds
    a. Listening for beginning sounds.
    b. Completing sounds of words.

C. Word Meaning.
1. Multiple meanings.
2. Associating words and feelings.
3. Formal and informal language.
    a. Speech pattern.
    b. Level of language usage.
4. Recall
    a. Aided
    b. Unaided
5. Hyphenated words.
6. Synonyms - same or nearly same.
7. Homonyms - pronounced same-different meaning and spelling.
8. Antonyms-opposites

9. Heteronym (pronounced differently-same spelling)
10. Interpreting colloquial and figurative expressions.
11. Enriching imagery.

II. WORD ATTACK SKILLS:

A. Phonic and structural characteristics of words.
Initial consonants-word families-simple endings.
1. Consonant blends and short and long vowels.
2. Syllabication, prefixes, suffixes'
3. Teams - oi,oy,aw, au.

B. Vowel Sounds
1. Vowel rules
a. When there is only one vowel in a word or syllable, the vowel is short.
b. When there are two vowels in a word or syllable, the first vowel is long and the second is silent.
c. When there are two vowels together, the first vowel is long and second is silent.
2. Rule I - Every syllable has at least one vowel in it.
eg. ever-never-children.
3. Rule II - Two vowels is a word or syllable-first is long, second is silent, kit-kite; at-ate.
4. Rule III - When 2 vowels are together, the first is long and the second is silent. ("ou" an exception) mail, meat, pie, boat.
5. Blended sounds of vowel forms. The combination of au and aw makes a sound like awe. Ou and ow make the sound "ow" like when you are hurt. Oy and oi make sound like boy.

C. Syllabication.
1. Rules for syllables.
a. Each syllable must have a vowel and a single vowel can be a syllable.
b. The root word is a syllable and not divided.
c. Blends are not divided (th, str, wh, etc.)
d. Suffixes and prefixes are syllables.
e. Suffix-ed if preceded by a single d or t usually forms separate syllable. (rest ed)
f. If vowel in a syllable is followed by two consonants, the syllable ends with the first consonants.
g. If vowel in a syllable is followed by only one consonant, the syllable ends with a vowel.
h. If a word ends in le, the consonant just before th l begins the last syllable. (ta-ble han-dle)
I. When there is an r after a vowel, the r goes with the vowel to make the "er" sound.

D. Accents. (Rules)
1. In a word of two or more syllables, the first syllable is usually accented unless it is a prefix.
2. In most two syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented.
3. Beginning syllables de, re, be, er, in, and a are usually not accented.
4. When a suffix is added, the accent falls on or within the root word.
5. Endings that form syllables are usually unaccented.

6. When a final syllable ends in le, that syllable is usually not accented.

E. Possessives
F. Contractions
G. Silent letters
H. Dictionary skills
I. Glossary

III. COMPREHENSION

A. Outlining
   1. Note taking
   2. Sequence of ideas or events
   3. Skimming
      a. Location facts and details
      b. Selecting and rejecting materials to fit a certain purpose
   4. Main ideas of paragraphs
   5. Interpreting characters' feelings
   6. Topic sentences
B. Following directions
C. Drawing conclusions
D. Reading for verification
E. Locating information
   1. Reference Materials in reading
      a. Graphs
      b. Maps-Reading and interpreting in detail
      c. Encyclopedias-Locating materials or research
      d. Headings and other typographical aids
   2. Library skills
      a. Card catalogs, use of. (Cross reference)
      b. Book classifications
      c. Care of books and other materials.
   3. Periodicals or sources of information
      a. Authors
      b. Introductions-author's
      c. Table of Contents
      d. Index-use of
      e. Glossary
      f. Title page
      g. Copyright
      h. Date of publication
      i. Footnotes
      j. Tables
   4. Resource materials
      a. Packets and pictures
      b. Charts-detail
   5. Resource people
F. Rate of Reading
   1. Different rate for different purpose
   2. Comprehension at high level
G. Critical reading

IV. ORAL READING
A. Choral reading and poetry
   1. Pronunciation
   2. Phrasing
   3. Rhymes
   4. Interpretations
B. Listening appreciation

SUMMARY REPORT

Date _____

NAME _____ PARENT NAME _____
(Last First Middle)

NAME OF SCHOOL _____ DISTRICT _____

DATE OF BIRTH _____ I.Q._____C.A._____M.A._____

I.T.P.A. _____ C.A._____LANGUAGE_____ _____ _____
(Date Given) (Assets) (Liabilities)

ACHIEVEMENT TEST SCORES:

Date	Name of Test	Form	Name of Sub-Test	Grade Equivalent

TEACHER EVALUATION:

Reading Level _____ Comment _____
Arithmetic Level _____ Comment _____
Spelling Level _____ Comment _____
Writing (Cursive Manuscript) Problems _____

PEER RELATIONS:

ATTITUDES -
Toward Authority:

Toward Learning:

Self Image:

PARENTAL & SIBLING ATTITUDES:

PHYSICAL DISABILITIES:

COMMENTS:

RECOMMENDATIONS:

Teacher _____

ABSENCE OF TEACHERS

Substitute teachers should be acquired through the policy of each school district. If possible, substitute teachers should observe the class before being called to substitute. If a substitute teacher cannot be found, the class may be dismissed.

Calling the pupils to notify them of class dismissal falls upon the teacher and the school secretary.

IN-SERVICE TRAINING

In-Service Training Meetings are held twice a month. Every teacher is expected to attend these meetings. Part of each meeting is set aside for questions and sharing ideas.

University credit (up to 6 hours in two years) can be received by registering at the University of Cincinnati. If interested, ask the Supervisor of Special Education.

PROCEDURE FOR RETURNING PUPILS FROM SPECIAL CLASS TO REGULAR CLASS

Never consider returning a child to a regular class till he is achieving in reading and arithmetic at the level of the grade in which he is placed. This is a crucial point. He needs to be placed where he is not at the bottom of the class.

The child knows he is going to return to a regular class in his neighborhood school. He is told that we think he is ready to go back. A conference of his special class teacher and principal is held with the receiving teacher and principal. Sometimes the psychologist and/or the supervisor are included.

All of the problems he <u>had</u> are discussed, and then we look at "what he is like now", including his abilities and deficiencies.

The child and his parents all know what is going on. Also the child and receiving teacher know that at anytime he may get up and leave the new class to go back to the special class. There needs to be an escape valve to help him adjust. This is why his first experiences in a regular class need to be in the same building where the special class is housed.

There is a constant but gradual attempt to shape the youngster's behavior back into a normal relationship so that he might function successfully in a regular classroom. This, too, is generally done utilizing micro steps in a gradual reintegration of the child back into the regular class. Ideally, behavioral and academic achievement can be more or less coordinated in this process. (From the State Bulletin on Neurologically Handicapped Children).

As soon as a child is ready and is able to function successfully in a regular class in a specific subject, he is sent to a regular class for this subject. The time he spends with a regular class is increased till he is ready to remain all day.

1. Conferences in the following order:

   a. Teacher - supervisor. (Written recommendations of teacher should be given to supervisor.)

   b. Principal - teacher

   c. Teacher - parent, and principal or supervisor (optional).

2. Sending principal should notify receiving principal.

3. Director of special education is notified in writing by supervisor to make placement. Copies of placement should be sent to sending principal, sending teacher, receiving principal, receiving teacher, and parents; with contingencies, speech therapy, tutoring, etc. if any.

4. Sending principal should set up conferences with sending teacher and receiving principal and receiving teacher, if necessary.

5. Child should be reassigned to local district from which he came.

6. Cummulative records should be sent to receiving principal by sending principal one week before opening of fall term.

SUGGESTED BASIC ORDER FOR CLASSES

FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

____	Getting Ready to Read Reading Readiness	Houghton-Mifflin	$ .96
____	Starter Set of 24 Plastic Objects		$ 2.40

Books -- Houghton-Mifflin

Pre-Primers Tip, Tip & Mitten The Big Show

1st Jack & Janet Primer Up & Away 1st reader

2nd Come Along On We Go -- Workbooks $ .69

2_1 2_2

3rd Looking Ahead Climbing Higher Workbooks $ .69

3_1 3_2

Colored paper - 5 pkg. red, 5 yellow, 5 blue, 3 purple, 5 orange, 5 green, 5 black, 3 brown

Manilla paper - 5 pkg.

1 inch squared manilla paper - 2 pkg.

1/4 inch squared manilla paper - 2 pkg.

Screens, easels, chart racks

puzzles

large peg boards

GINN & CO.

_____ My Do & Learn Book for My Little Red Storybook - Green - Blue $ .80

Pre-Primer

_____ My Do & Learn Book - Little White House
Primer $ .80

_____ My Do & Learn Book - 1st Reader
$ .80 On Cherry Street

Text Books

_____ My Little Red Story Book

_____ My Little Blue Story Book

_____ My Little Green Story Book

_____ My Little White House (Primer)

_____ On Cherry Street (1st Reader)

_____ We Are Neighbors 2_1

_____ Around the Corner 2_2

_____ Finding New Neighbors 3_1

_____ Friends Far and Near 3_2

BOOKS (Scott, Foresman)

Before We Read

Now We Read, Pupils Ed.

Fun with the Family, Pupils Ed.

Fun Wherever We Are, Pupils Ed.

New Guess Who

Fun with Our Friends

More Fun with Our Friends

Friends Old and New 2nd

More Friends Old and New

Roads to Follow 3rd

WORKBOOKS

Think-and-Do Book, Pre-Primer Program, Pupils Ed.

New Guess Who, Pupils Ed. (Jr. Primer)

Fun with Our Friends, Pupils Ed.

More Fun with Our Friends, Pupils Ed.

Friends Old and New, Pupils Ed.

More Friends Old and New, Pupils Ed.

Roads to Follow, Pupils Ed.

} Think and Do Books

CONTINENTAL PRESS

Perception Skills -

Thinking Skills -

Phonic

PHONO VISUAL PRODUCTS, INC.

Charts and materials for teaching phonics.

SCIENCE

Textbooks (1 level below reading)

used by school -

Manipulation J. R. Green, Covington, Kentucky

8439 Design Blocks - Parquetry
Milton Bradley

Plastic Peg Boards - large -

GARRARD PRESS

Dolch Materials

Phrase Cards

Words

Picture Word Cards -

ARITHMETIC

School's textbook series
and
Elementary School Mathematics Book, and Book 2 (Excellent) — Readnig, Mass. Addison-Wesley Pub. Co., Inc.

Arithmetic Foundation (Good suppliementary material) — Harr Wagner Pub. San Francisco

level 1, 2, 3, 4
Seat work - Child can do alone

Continental Math Series -

Workbook with series -

SPELLING

School's textbook series -

order workbook that goes with the series --

ENGLISH

Workbook of series

3rd, 4th, 5th, 6th

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Clements, Sam D. Children with Minimal Brain Injury. National Society for Crippled Children. $ .50

Cruickshank, William, The Teacher of Brain-Injured Children. Syracuse 10, New York: Syracuse University Press. $5.00

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Delacato, Carl H. The Diagnosis and Treatment of Speech and Reading Problems. Springfield, Illinois: C.C. Thomas, 301 East Lawrence Avenue. $6.75

Doyle, P. J. The Organic Hyperkinetic Syndrome. National Society for Crippled Children and Adults. $ .07

Dunbar, Flanders. Your Child's Mind and Body. Vintage Books, A Division of Random House Publishers. $1.95

Dunn, L. M. and Smith, J. O. Peabody Language Kits - Teacher's Guide. American Guidance Service, Inc., Public Building, Circle Pines, Minnesota 55014

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Epheron, B. K. Emotional Difficulties in Reading. A Psychoanalytical Approach. New York: Julian Press, 1953

Frostig. Developmental Test of Visual Perception. Individual Student Set and Guides. Chicago, Illinois: Follett Publishing Company, 1010 West Washington Boulevard. Individual Student Set $9.60 and Guides $3.00

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Merrill, Charles E. Book A for Grade 1 or 2 and Annotated Teacher's Edition for Book A, Annotated Teacher's Edition for Book B, Annotated Teacher's Edition for Book C, and Annotated Teacher's Edition for Book D. Columbus, Ohio: 1300 Alum Creek Drive

Merrill, Charles E. Discovering Mathematics (Workbook). Columbus, Ohio: $.95

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Myklebust, Helmer R. Rehabilitation Literature. National Society for Crippled Children. $ .25

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Office of the County Superintendent of Schools, Sonoma County, California. Growth and Development Through the Grades. $ .10

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